
ISSUE 68
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This newsletter is brought to you by
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WHILE YOU'RE WAITING FOR THE NEXT
WTL PODCAST EPISODE TO COME OUT...



Preview of the Next Episode

EPISODE 116: HERITAGE LEARNERS AND A LINGUISTIC VARIATION PROJECT

This Friday's episode is an interview Carolyn Siegel conducted with Dr. Damián Vergara Wilson, an Associate Professor at the University of New Mexico.

As a graduate of the program he now directs, his ultimate goal for his heritage learners is for them to view themselves as legitimate Spanish speakers. In this interview he shares what that looks like both in a broad view and in specific projects students undertake.

You are validating a lot of different speech communities and the way that they talk, but also you are combatting the standard-language ideology that many people internalize which manifests itself as "What is the *right* word?"

-Dr. Damián Vergara Wilson



RESPONSE TO EPISODE 115: WHO SHOULD BE TALKING IN THE LANGUAGE CLASSROOM?

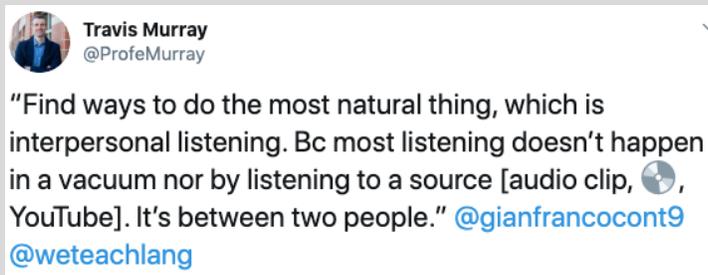
In episode 115, Stacey tied together various threads we heard in a variety of episodes. One episode wasn't quite enough space to mention every important concept related to the question of who should talk in the language classroom. So, she is continuing the conversation here. Please feel free to respond by email or on social media! We would love to hear your thoughts!

I love doing episodes where I look back at what past guests have said and draw together themes. The most recent one, episode 115, was long for our show, something like 25 minutes, and I felt like I barely scratched the surface. I took the word "talk" very literally in this episode, and limited my discussion to issues of acquisition. However, expect a Part II at some point this year. Because in addition to teachers and students actually talking or signing in language classrooms, there is also the issue of whose talking is valued, whose stories are told, and how diverse voices are welcomed (or not) in our classrooms. Wednesday morning I saw this tweet from WTL contributor

Dorie ConlonPerugini, and thought that it summed up perfectly the missing piece in episode 115. Who is telling the stories in our classrooms?



REACTIONS TO PAST EPISODES:



Updates from Contributors



- Errol O'Neill's (episodes 88-89) paper was recently published in the International Journal of Research Studies in Language Learning. He explained the impact on writing scores after training students to use online translators.
- Lance Piantaggini (episode 103) published the companion text to Syra sola on Amazon. He has written four books and has now published the companion texts to be used for FVR or Free Voluntary Reading.